

ROBERT SMALLS MIDDLE

43 WK Alston Road
Beaufort, South Carolina 29906

GRADES 6-8 Middle School

ENROLLMENT 764 Students

PRINCIPAL Denise R. Smith 843-322-2500

SUPERINTENDENT Herman K. Gaither 843-322-2300

BOARD CHAIR Earl Campbell 843-322-2356

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	9	28	10	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 14 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

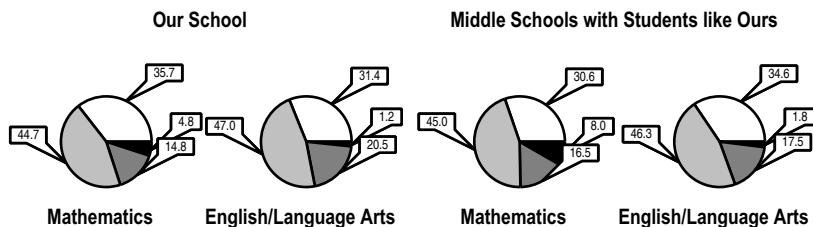
FOR MORE INFORMATION, VISIT WEBSITES AT:




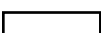
WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Unsatisfactory	N/A
2002	Average	Below Average	N/A
2003	Average	Below Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	52	233	135
Percent satisfied with learning environment	84.6%	53.5%	61.5%
Percent satisfied with social and physical environment	84.3%	64.3%	54.4%
Percent satisfied with home-school relations	47.1%	73.9%	61.4%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	768	99.5	31.4	47.0	20.5	1.2	21.7	17.6
Gender								
Male	380	99.5	38.5	45.2	15.4	1.0	16.3	17.6
Female	388	99.5	25.1	48.7	25.1	1.2	26.2	17.6
Racial/Ethnic Group								
White	334	99.4	21.2	51.4	25.7	1.7	27.4	17.6
African-American	384	99.5	40.6	43.4	15.7	0.3	16.0	17.6
Asian/Pacific Islander	6	100.0	31.3	43.8	25.0	N/A	25.0	17.6
Hispanic	33	100.0	29.2	50.0	16.7	4.2	20.8	17.6
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	655	99.5	26.1	49.2	23.3	1.4	24.7	17.6
Disabled	113	99.1	69.1	30.9	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	768	99.5	31.3	47.1	20.6	1.1	21.6	17.6
English Proficiency								
Limited English proficient	10	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	758	99.5	30.9	47.3	20.7	1.1	21.8	17.6
Socio-Economic Status								
Subsidized meals	454	99.1	41.4	44.3	14.1	0.3	14.3	17.6
Full-pay meals	314	100.0	18.2	50.7	29.0	2.1	31.1	17.6

Mathematics								
All students	768	99.9	35.7	44.7	14.8	4.8	19.6	15.5
Gender								
Male	380	99.7	36.6	45.5	13.7	4.1	17.8	15.5
Female	388	100.0	35.0	44.1	15.8	5.2	20.9	15.5
Racial/Ethnic Group								
White	334	100.0	24.5	49.3	19.4	6.8	26.2	15.5
African-American	384	99.7	46.2	41.3	10.7	1.8	12.5	15.5
Asian/Pacific Islander	6	100.0	25.0	56.3	12.5	6.3	18.8	15.5
Hispanic	33	100.0	41.7	29.2	12.5	16.7	29.2	15.5
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	655	99.8	30.9	47.1	16.5	5.5	22.0	15.5
Disabled	113	100.0	69.5	28.0	2.4	N/A	2.4	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	768	99.9	35.6	44.8	14.8	4.7	19.5	15.5
English Proficiency								
Limited English proficient	10	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	758	99.9	35.4	45.0	15.0	4.6	19.5	15.5
Socio-Economic Status								
Subsidized meals	454	99.8	43.6	43.6	9.9	2.9	12.8	15.5
Full-pay meals	314	100.0	25.2	46.5	21.3	7.0	28.3	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
-----	----------------	-----	---------------	-----	--------------	-----	---------------------

PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	171	N/A	25.7	47.9	21.0	5.4	26.3
	Grade 7	255	N/A	22.8	48.0	27.2	2.0	29.1
	Grade 8	259	N/A	30.0	46.8	20.4	2.8	23.2
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	229	99.6	37.8	39.8	20.4	2.0	22.4
	Grade 7	274	99.3	27.4	49.1	22.6	0.9	23.5
	Grade 8	265	99.6	29.8	51.1	18.2	0.9	19.1

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	171	N/A	26.8	42.3	18.5	12.5	31.0
	Grade 7	255	N/A	47.6	29.5	15.7	7.1	22.8
	Grade 8	259	N/A	44.2	41.4	11.2	3.2	14.3
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	229	100.0	38.1	42.6	14.4	5.0	19.3
	Grade 7	274	100.0	31.4	42.8	19.1	6.8	25.8
	Grade 8	265	99.6	38.1	48.7	10.6	2.7	13.3

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 764)				
Students enrolled in high school credit courses (grades 7 & 8)	19.3%	Up from 13.1%	12.4%	14.4%
Retention rate	1.4%	Down from 2.5%	2.7%	2.3%
Attendance rate	95.0%	Down from 99.9%	95.0%	95.2%
Eligible for gifted and talented	14.3%	Down from 19.5%	12.5%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	13.7%	Up from 13.5%	15.2%	14.1%
Older than usual for grade	3.8%	Down from 4.1%	4.2%	4.9%
Suspended or expelled	3.8%	Up from 2.5%	1.4%	1.3%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 51)				
Teachers with advanced degrees	45.1%	Down from 53.7%	45.1%	47.1%
Continuing contract teachers	78.4%	Up from 77.8%	82.5%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	84.0%	Up from 75.9%	83.9%	84.3%
Teacher attendance rate	95.0%	Down from 97.1%	95.0%	95.0%
Average teacher salary	\$41,330	Up 6.0%	\$38,918	\$39,924
Prof. development days/teacher	12.1 days	Down from 12.2 days	10.7 days	10.7 days

School				
Principal's years at school	6.0	Up from 5.0	3.0	3.0
Student-teacher ratio	20.3 to 1	Down from 21.1 to 1	21.0 to 1	21.0 to 1
Prime instructional time	87.6%	Down from 95.6%	88.6%	88.9%
Dollars spent per pupil*	\$6,438	Down 0.2%	\$5,717	\$5,854
Percent spent on teacher salaries*	50.0%	Down from 53.4%	62.0%	62.0%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	96.2%	Down from 97.0%	96.0%	94.8%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2002-2003 school year began with a continued emphasis on raising student achievement especially in mathematics, increasing the number of students participating in our intersession programs, increasing our after school program and implementing school wide our Success with Six X 2 Program. Continuing the emphasis in the above areas, along with the collaborative efforts of our teaching staff and administration, has resulted in students being recognized in the following ways: essay contest winners on the county, district, and state levels, 14 South Carolina Junior Scholars, excellent ratings for performances by the Symphonic Band, state participation by the Destination Imagination Team, and a state wrestling championship. The school received a 21st Century Learning Grant to support our after school program. We have also maintained our strong focus on writing, which continues to make us the only middle school in Beaufort County that is a State Exemplary Writing School.

Throughout the year, teachers have integrated problem solving, reasoning, and critical thinking into all curricular areas. All students were required to use technology as they designed problem-based learning units that had a real-world focus while being based on South Carolina Standards.

Student achievement gains as measured by the 2002 PACT did show significant gains in both English language arts and math in sixth grade. Our seventh and eighth grade scores in ELA continued to show improvement, but the improvement in math from the 2001 testing in these two grades did not occur. The staff evaluated the causes for the decrease in math performance and developed a plan to address the areas needing improvement. All math teachers participated in problem-solving activities along with developing and administering common assessments in math. School wide writing exercises in all four academic areas were implemented. Benchmark Tests were administered to provide feedback on our students' progress in reaching goals set for both math and reading. Parents were kept informed of their child's progress in these areas. We believe that the commitment by all teachers to deliver a meaningful educational program for students that insures mastery of grade level concepts will result in improvement in our scores on the 2003 PACT. This intense focus will also provide the foundation for success needed as students move to the next level of their educational program. I look forward to working with staff, parents, and the community during the 2003-2004 school year to establish Robert Smalls as a premiere middle school in South Carolina.

Denise R. Smith
Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.